

Lesson Plan-Day 4-Callie Snyder

Instructor: Allison Hawkins, Callie Snyder, Shoshanna Shaoul, Anastassia Williams

Topic: *The Kite Runner* **Subject:** English

Check if part of a larger unit: X

Where does the lesson fit in: Beginning

Duration of Lesson: 50 minutes

Grade: English 3 (Juniors)

Lesson Objective/s: Students will begin to think about the different themes that will be traced throughout the novel. By drawing on their personal experiences, students will create their own opinions about some of these themes before delving into the novel.

State Standard/s: CC.11-12.R.L.2 Key Ideas and Details: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Formative Assessment/s: Students will be assessed through observation; taking note of participation, engaged or passive, and ability to participate with a partner/group.

Summative Assessment/s: During the first portion of the lesson students will fill out their responses to the thematic statements, which will frame their reading for the entire text and how their thoughts change as they finish the novel. The way that the students see how the thematic statements develop will directly relate to their final project.

Understanding Your Learners through Contextual Details

This is a junior-level high school classroom with 20 students. The high school is located in a suburb of a large metropolitan area and is 54.3% white, 10.4% black, 22.8% Hispanic, 8.6% Asian, 3.5% multiracial, and .3% American Indian. 14% of the school is categorized under low socioeconomic status and 61.8% of the school population meets or exceeds standards according to No Child Left Behind. The total school population is 4,522.

In our classroom specifically, there is large parental involvement and the students generally complete assignment in class and for homework. Of the 20 students, 11 are male and 9 are female. The diversity of our specific classroom generally reflects the diversity of the overall high school population. There are 3 Hispanic students that are English Language Learners; however, they generally keep up with the rest of the class and are provided some modifications, but do not qualify for IEPs. Theodore, listed below, is the only student in the class with an IEP.

IEP Goals Directions: List students' goals as they apply to this lesson.

Student(s)	IEP Goal/Objective
Theodore	Theodore is diagnosed with a mild reading disability (dyslexia). Theodore follows the same standards/objectives as the rest of the class; one accommodation that was made so Theodore was able to access the information need to do well in this lesson was providing him with an audio version of the text to listen to as he reads at home.

LESSON PLAN & PROCEDURES

Lesson Elements		Time	What are the students doing?	Check for Understanding	Materials
Lesson Intro	<p>Students will be assessed through observation; taking note of participation, engaged or passive, and ability to participate with a partner/ group.</p> <p>-Teacher will have the following thematic statements written on the board and on handouts that will be given to the students:</p> <ul style="list-style-type: none"> -<i>The choices and decisions that you make as a child have a huge impact on who you are as an adult and how you act in the future.</i> -<i>Societal ranks often come before personal relationships.</i> -<i>A person's intelligence is best demonstrated by their formal education.</i> -<i>Relationships need complete honesty in order to successful.</i> <p>-Teacher will have already posted signs in the corners of the classroom (<i>strongly agree, slightly agree, slightly disagree, strongly disagree.</i>)</p>	N/A	Sitting in their desks and reading the thematic statement handout.	N/A	Thematic statement handouts, Four corner signs
Lesson Body					
Direct Instruction	<p>-Teacher will explain the activity to students:</p> <ul style="list-style-type: none"> -Students will move to the sign that they believe correctly correlates with their opinion of the thematic statement that the teacher previously stated -Students will then engage with a discussion of why they went to their corner with other students in the same corner. -Students will write on their handout what corner they chose and why. -Students will then debate with their classmates before the teacher states a new thematic statement. 	5 mins	Listening to explanation of the activity for the day and asking questions if needed, volunteering to present.	Teacher will ask students to repeat back what they said to make sure that they understand what they are suppose to do for this activity.	Whiteboard, thematic statement handouts
Guided Practice	<p>-Teacher will begin lesson by reading the first thematic statement to the class, and walking the students through the first theme as an example.</p> <ul style="list-style-type: none"> -Teacher will giving the students 15 seconds to move to their corner. -Teacher will prompt students to discuss with their classmates also in their corner and write their response on the worksheet. -One student will present their corner's rationale to the rest of the class/ teacher. -Each corner gets a short rebuttal to other corner's responses -Teacher will only intervene in groups if only one student appears to be doing all the work or if all the students go to one corner. (Teacher will play devil's advocate). -Teacher will continue to read the new thematic statements and go through the previously listed steps of the activity for each statement. 	<p>4 mins</p> <p>2 mins</p> <p>3 mins</p> <p>(9 mins/ theme)</p> <p>total:36</p>	Participating in activity by going to the corner, discussing with group, and debating with class.	Teacher will be able to observe and see if students understood their previous directions about the activity and change if needed.	Thematic statement handouts, pencil, Four corner signs
Independent Practice	<p>-Teacher will bring class to attention, by asking them to return to their seats.</p> <p>-Teacher will tell students to spend the remaining time answering the last question on their thematic statement handouts:</p> <ul style="list-style-type: none"> -<i>Choose one of the thematic statements from the worksheet and predict how this statement will relate to The Kite Runner based on Chapters 1 and 2 from the homework. Use a specific example from the book.</i> 	8 mins	Listening to teacher's directions, answering final question on handout, and turning in handout if completed	By having students individually complete a question, the teacher will be able to assess whether students that do not participate as much still understand the material	Thematic statement handouts, pencil
Extended Practice	If students do not finish their predictions in class, they must finish them for homework to be turned in the next day.	At home	Complete prediction question on handout to turn in the next day of class.	N/A	Thematic handout, pencil

Lesson Closing	-Wrap Up Lesson: Teacher will stand at the door as students leave to collect their thematic statement handout if they are done and remind students that are not done to complete the last question for homework.	1 min	Turning in thematic statement handout if done.	Teacher will ensure that student done with handout turns it in before they leave.	N/A
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LEVELS OF STUDENT OUTCOMES

Remember the model of instruction, the instructional setting and the students' needs, goals and objectives.

All	All students will move around the classroom and participate in small group discussion during the activity and begin the last question on the handout.
Some	Some students will participate in larger class discussion by being the representative for their corner.
Few	Few students will demonstrate their participate in the activity by turning the completed handout rather than through speaking during the discussion.